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ABSTRACT

Current data on enrollment, degrees conferred, academic programs, finances, student financial assistance, and capital facilities in Connecticut higher education institutions are summarized, and significant policy issues that the state must address on both a short-term and long-range basis are examined. Findings from the Board of Higher Education staff research and specific policy concerns for each area are reviewed. Additionally, major issues facing higher education are noted as follows: enrollment shifts and anticipated declines in some institutions; accelerated competition among institutions; increasing costs to the state and students and limited resources; maintenance of quality in, and access to, programs; and the provision of an adequate and equitable funding base. Among the planned actions of the Board of Higher Education are the following: development of a long-range plan for providing needed educational programs for Connecticut citizens; review and approval of proposed institutional role and scope statements; development of a budgeting process that is sensitive to institutional roles, changing enrollments, student needs, and the state's fiscal environment; development of a program review process for both existing and new programs; and development of indicators of institutional vitality and strategies for addressing needed change. Enrollment data include headcount and full-time-equivalent for the state and by sectors, minority enrollment, and undergraduate projections to 1990. Data are also presented on tuition and required fees for in-state undergraduates for selected institutions in the northeast United States, federal student aid allocations for Connecticut by year since 1977, and capital projects. (SW)

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BHE reports

STATUS OF HIGHER EDUCATION IN CONNECTICUT

A REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY

FEBRUARY 1982

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REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY ON THE STATUS OF HIGHER EDUCATION

February 1982

Preface

The Board of Higher Education, established in 1977 as the successor agency to the Commission for Higher Education, is the central policy-making and statewide coordinating agency for Connecticut higher education. Among its particular responsibilities are the annual development of consolidated capital and operating budgets for the public system, the licensure and accreditation of higher education programs and institutions, and short-term and long-range planning.

Guiding the Board in the discharge of its varied mandate are the seven statutory goals for the state system of higher education. These goals, first enacted into law in 1975 and subsequently reaffirmed in 1977 when the Board was established, are:

- To ensure that no qualified person be denied the opportunity for higher education on the basis of age, sex, ethnic background or social, physical or economic condition;
- To protect academic freedom;
- To provide opportunities for education and training related to the economic, cultural and educational development of the state;
- To assure the fullest possible use of available resources in public and private institutions of higher education;
- To maintain standards of quality ensuring a position of national leadership for state institutions of higher education;
- To apply the resources of higher education to the problems of society; and
- To foster flexibility in the policies and institutions of higher education to enable the system to respond to changes in the economy, society, technology and student interests.

The Board recognizes that the 1980s will be a decade of retrenchment and related high risk and commits itself to meeting to the best of its ability the challenges facing Connecticut higher education during this decade. This status report presents not just a summary of current data on enrollment, degrees conferred, academic programs, finances, student financial assistance and capital facilities but also the significant policy issues which the state must address on both a short-term and long-range basis.

Colleges and universities are no longer in an expansion period. The twin pressures of rising costs and shrinking fiscal support can result in erosion of quality and uniform mediocrity unless positive broad-based actions are taken. Such actions will require the cooperative and coordinated efforts of the state's elected officials, the Board of Higher Education, and college and university administrators and faculty.

The Board of Higher Education is undertaking the development of a long-range plan for higher education. Primary purposes of the plan will be to identify which programs are needed by Connecticut citizens, to determine which institutions can most effectively deliver those programs, and how those programs and institutions can be financed equitably and adequately.

Each college and university will be requested to develop clear and tightly defined role and scope statements. In reviewing and approving those proposed roles, the Board will be concerned with assuring availability of needed programs and preventing unnecessary duplication. Institutions should be encouraged to present proposals for needed new programs within their approved role and scope and to phase out high cost, low production programs not central to their roles. Proposed new programs would be reviewed and approved or disapproved on the basis of need, potential for quality, and state priorities.

The Board also will develop and recommend a higher education budgeting process that will permit state funds available for higher education to be directed to high priority programs and to assure that there is an equitable distribution among institutions of these available funds. The Board is committed to developing and supporting budget recommendations which recognize that equity funding provides different funds for different functions as well as similar funds for similar activities. The Board recognizes its responsibility to establish a funding process that is sensitive to different institutional roles, to changes in enrollment patterns, and to priority needs of students and the economy.

The shifts in financing patterns should recognize that straight-line financing in a period of declining and shifting enrollments will result in the erosion of quality as institutions must absorb higher overhead, heating and maintenance costs. The key element is to tie budgeting--whether through new formulas, program budgeting, or marginal funding--to specific programs and missions. Such ties can encourage better management and quality improvement. There is increasing recognition that the traditional across-the-board cuts debilitate all programs, good or bad, diminish incentives for efficiency, and abrogate state and institutional priorities.

In summary, over the succeeding months, these, and other pertinent policy issues as they are identified, will be addressed by the Board as it seeks to lead Connecticut's system of higher education through the challenging years ahead.

I. MAJOR ISSUES FACING HIGHER EDUCATION

1. Enrollment shifts and anticipated declines in some institutions;

2. Accelerated competition among institutions;

3. Increasing costs to the state and students and limited resources;

4. Maintenance of quality in, and access to, programs; and

5. The provision of an adequate and equitable funding base.

II. PLANNED ACTION BY THE BOARD OF HIGHER EDUCATION

1. Development of a long-range plan for providing needed educational programs for Connecticut citizens, taking into consideration all educational resources of the state including public, independent, proprietary and private enterprise.

2. Review and approval of proposed institutional role and scope statements.

3. Development of a budgeting process that is sensitive to institutional roles, changing enrollments, student needs, and the state's fiscal environment.

4. Development of a program review process for both existing and new programs which considers such factors as institutional roles and scopes, need, quality and state priorities.

5. Development of indicators of institutional vitality and strategies for addressing needed change.

III. STATUS OF HIGHER EDUCATION

A. ENROLLMENT

- Findings from Board of Higher Education Staff.

1. Total headcount enrollment increased by 32,134 students (up 24.5%) from 1971 to 1981. Headcount growth was quite similar in the public and independent sectors (up 25.3% public; up 23.5% independent). Table A.1 Page 14

2. Headcount enrollment reached an all-time high in fall 1981 of 162,723 (1.7% increase over fall 1980). Table A.2 Page 15

a. State Technical Colleges, up 10.8 percent from 1980.

b. University of Connecticut, up 2.5 percent.

c. Four-year regional[1] independents, up 1.9 percent.

d. Regional Community Colleges, up 1.1 percent.

e. Four-year national[1] independents, up 0.6 percent.

f. State Colleges, down 0.4 percent.

g. Two-year independents, down 2.1 percent.

h. 1,151 students were registered with Charter Oak College in fall 1981 but are not included in enrollment counts.

3. Full-time-equivalent[2] (FTE) enrollment rose 0.8 percent in fall 1981 from fall 1980.

a. State Technical Colleges, up 3.9 percent.

b. University of Connecticut, up 3.6 percent.

c. Four-year regional independents, up 2.9 percent.

d. Regional Community Colleges, up 0.4 percent.

e. Four-year national independents, down 1.1 percent.

f. Two-year independents, down 1.2 percent.

g. State Colleges, down 2.6 percent.

4. Enrollment of women continued to increase, comprising 53.3 percent of all enrollments, compared to 53.0 percent in 1980.

5. The percentage of students enrolling full-time in fall 1981 represents 53.9 percent of all enrollments; a decrease from fall 1980 when full-time students comprised 54.4 percent of all enrollments.

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[1]"Regional" institutions are all four-year independent institutions except those institutions defined as "national institutions. A four-year independent institution is a national institution if more than 65 percent of the full-time undergraduates are from out-of-state and total enrollment exceeds 300 students (i.e., Connecticut College, Trinity College, Wesleyan University and Yale University).

[2]FTE=Full-time-equivalent enrollment. One undergraduate FTE is the equivalent of 15 student credit hours. One graduate/first-professional FTE is the equivalent of 12 student credit hours.

6. Fall 1980 data, the most recent available, show that minorities represent 12 percent of the Connecticut population, and 8 percent of the higher education student body. The proportion of minority high school graduates is estimated at approximately 12 percent. Despite progress over the past five years, Connecticut has not yet achieved parity in access to higher education. Figure A.1 Page 13

7. Although the number of high school graduates is expected to decline by 35 percent by 1990, adult learners are participating currently at rates that can be expected to compensate substantially for this decline. In 1980, 31 percent of all undergraduates in Connecticut institutions of higher education were over 24 years of age. Table A.3 Page 16

   Recent enrollment projections by Board of Higher Education staff, based on institutional data on the age and residence of undergraduate students and information on the state's population to 1990, indicate

   a. FTE undergraduate enrollment will decline by about 3 percent by 1985.

   b. By 1990, undergraduate headcount decline will be 6 percent with an FTE decline of about 11 percent.

   c. Social and economic factors as well as policies adopted by the federal government, the state and individual institutions could have a critical effect on actual enrollments and the distribution of that enrollment among institutions.

8. Enrollment data for 1981 suggest that UConn, the four-year regional independent institutions and the State Technical Colleges are retaining a strong base of potential undergraduates. The decline in FTE enrollment at the State Colleges and the two-year independent institutions suggests that some of the institutions in these categories may be particularly vulnerable to current demographic changes.

- Significant Policy Issues the Board of Higher Education Will Address.

1. The stability in full-time enrollment, coupled with the continued growth in part-time enrollment which is now occurring, places an additional burden on student services and requires new policy directions in program planning and budgeting.

2. Shifts in enrollment must be closely monitored and indications of serious declines should signal a need to evaluate institutional vitality and develop solutions to identified problems.

3. Policies should be explored which can help institutions maintain quality and access in the face of potential enrollment shifts. Such policies might relate to changes in program offerings, the development of cooperative programs, institutional specialization and the development or maintenance of academic standards which would decrease the possibility of an institution lowering its standards to attract candidates who have traditionally comprised the applicant pool of another institution.

B. DEGREES CONFERRED

- Findings from Board of Higher Education Staff.

Figure B.1
Page 17

1. 26,939 degrees were conferred in 1980-81. (After rising steadily through 1973-74, the number of degrees conferred has leveled off at between 26,000 and 27,000.)

Figure B.2
Page 18

2. Associate Degrees - Total number remains stable.

   a. Decline in proportion of arts and sciences degrees (1971-72, 41.7 percent; 1980-81, 31.1 percent).

   b. Increase in awards in business and commerce.

   c. Overall growth in health sciences and public services during the decade with a decline in 1980-81.

   d. Awards in data processing technologies have increased but still represent a small proportion of the total number of associate degrees awarded.

Figure B.3
Page 19

3. Bachelors Degrees - The number of bachelors degrees awarded (13,489) rose for the second year. The peak year was 1973-74 (14,542).

   a. Persistent decline in education degrees.

   b. Increase in business and management degrees.

Figure B.4
Page 20

4. Masters Degrees - The number of masters degrees awarded rose slightly (6,429), first increase since peak in 1975-76 (6,759).

   a. Degrees in education have declined substantially. This has had a significant impact on the State Colleges.

   b. Rapid growth in awards in business and management.

5. Doctoral Degrees - The number of doctoral degrees awarded continued to decline (483) from a high of 580 in 1974-75, reflecting both an appraisal of the limited academic job market and opportunities in the private enterprise for the non-doctoral professional.

- Significant Policy Issues the Board of Higher Education Will Address.

  1. Need to meet growing demand for two-year occupational programs while maintaining strong transfer programs.

  2. Necessity to plan for a predicted future need for teachers, particularly in selected teaching fields.

  3. Programmatic shifts need to be met through a reallocation of resources.

C. CHANGING DISTRIBUTION OF PROGRAMS

- Findings of the Board of Higher Education Staff.

  1. Over the past three years, the Board of Higher Education has licensed 65 new instructional programs at 25 Connecticut institutions (14 public, 11 independent). Fifteen applications for new programs were pending at the end of 1981.

  2. Forty-one of the 65 new programs were in the following five disciplines: business and management, fine and applied arts, health professions, engineering and related technologies, and public affairs and services. Eleven of the 15 pending programs are in four of the same areas.

  3. During the same period, the constituent unit boards of trustees have approved the discontinuation of 22 programs at 11 institutions. A number of programs have been discontinued by independent colleges as well, although a precise listing is not available because some of the programs which have been deleted from the Board of Higher Education's program inventory had not been previously authorized by the Board.

  4. Fourteen of the 22 programs which were discontinued were in the areas of business and management, health professions, engineering and related technologies, and education. Fifteen of the 22 programs were at the associate degree level. Reasons for these discontinuations include funding constraints and lack of appropriate clinical affiliations.

  5. Within the past three years, one institution (Paier College of Art) received approval to change its status from a licensed postsecondary proprietary school to an institution of higher learning.

  6. One independent institution (Annhurst College) ceased operations and one (St. Thomas Seminary and Junior College) discontinued granting degrees.

- Significant Policy Issues the Board of Higher Education Will Address.

1. The continued concentration of new programs in a limited number of discipline areas underscores the need to determine whether such duplication is reasonable and necessary and if there may be other educational needs which are not being met adequately.

2. The need for the educational system to respond to changing student and economic demand through revisions in program offerings requires careful scrutiny, particularly in a time of static and declining resources. It is necessary to consider the phasing out of existing low demand, less productive programs in order to reallocate resources to those programs which more fully meet the needs of the state and its citizenry.

3. There is a necessity for institutions to reexamine and redefine their role and scope statements and to use such approved statements for making decisions in planning new programs.

4. The need for the development and implementation of a retrenchment planning process by the Board of Higher Education in conjunction with the constituent units.

D. FINANCES

- Findings of the Board of Higher Education Staff.

Figure D.1
Page 21

1. Measured in current dollars, total General Fund expenditures for Connecticut's public higher education institutions, excluding the University Health Center, increased 100 percent from 1971 to 1981, while expenditures per General Fund FTE student increased 86 percent. Measured in constant dollars, total expenditures during the same period, again excluding those for the Health Center, declined 1.5 percent, while expenditures per FTE student decreased by more than 8 percent from the 1971 level.

Table D.1
Page 22

2. For FY 82, higher education lost 101 authorized positions through the cancellation of vacancies compared to a statewide gain of 637 positions.

3. In 1971, 11¢ of every state general fund dollar went for higher education including fringe benefits, compared to 9¢ in 1981. When fringe benefits are excluded, the share dropped from 10¢ in 1971 to 7¢ in 1981.

4. Student tuition pays approximately 10 to 12 percent of the General Fund costs per FTE student in the four-year and two-year public institutions.

5. Tuition and required fees in Connecticut are low in comparison to other Northeast and Middle Atlantic states. Table D.2 Page 23

6. Tuition rates in Connecticut, as in many other states, are not established according to a consistent or uniform policy.

- Significant Policy Issues the Board of Higher Education Will Address.

1. A coordinated and planned response to declining budgetary support which recognizes the interrelationship of budget policy, tuition and fee policy, and realistic institutional academic planning goals is needed.

2. A major reform of the higher education budgeting process is needed to ensure that funding decisions are linked to enrollment patterns and academic programs, with incentives built in to encourage cost-effectiveness, flexibility and resource sharing between and among the postsecondary sectors. Equity in funding should provide different funds for different programs as well as similar funds for similar programs.

3. A modification of tuition policy is needed so that an appropriate balance is reached between the private benefit to students and the public benefit of having an educated citizenry. Tuition increases should be rational and equitable, and a relationship should be established between tuition changes and the availability of student financial assistance.

4. In accordance with recommendations contained in the recent Board of Higher Education study of Educational Extension Funds and Auxiliary Services Funds, policies are needed that assure equity in the tuition and fees charged to students whether programs are offered through the Educational Extension Funds or the General Fund.

E. STUDENT FINANCIAL AID

- Findings of the Board of Higher Education Staff.

1. A review of Connecticut resident student need based on Financial Aid Forms submitted to the College Scholarship Service indicates that there is a significant gap between educational costs and the average family's ability to meet those costs.

2. State student aid funds have remained relatively stable for the past four years, despite increased student costs at both public and independent institutions. Table E.1 Page 24

3. The direction of the federal government is to reduce funding sharply for financial aid grant programs from $3.3 billion this fiscal year to $1.8 billion by FY 84. Table E.2 Page 25

4. The federal changes will have the greatest impact on students from middle income families; but if federal proposals are fully implemented, aid to students from low income families also will be severely reduced.

5. Although, depending on family income, some students may have to pay higher interest rates and other borrowing costs, it appears that federal loans will continue to be available to most students.

- Significant Policy Issues the Board of Higher Education Will Address.

1. Student financial aid funding should be increased as educational costs increase.

2. As federal support for student financial aid declines, the state's effort to assist needy students should increase.

3. State student aid programs should be restructured so they are more responsive to rising costs and so they are able to assist equitably students attending either public or private institutions.

4. Additional aid should be provided through state grants or through existing loan programs rather than through an alternative mechanism such as the creation of a new state-funded loan program.

F. FACILITIES

- Findings from Board of Higher Education Staff.

1. Policies and procedures have been adopted and implemented providing for:

   a. Annual review and revision of the systemwide capital investment priorities and systemwide facilities plan.

   b. Annual development of systemwide capital budget request.

   c. Implementation of the Connecticut Environmental Policy Act as it relates to higher education facilities.

Table F.1
Page 26

2. During the past four years, the Board has addressed the facilities needs of Quinebaug Valley Community College, Tunxis Community College, the Higher Education Center, Western Connecticut State College, Norwalk Community College and Manchester Community College. The majority of these projects have been scaled down from original proposals in light of changing enrollments and fiscal constraints.

3. Major facilities decisions still pending are Housatonic Community College, Asnuntuck Community College and Greater New Haven State Technical College.

4. The state has a substantial investment in higher education facilities of 13,724,713 gross square feet which would cost $1,372,471,300 to replace at current construction costs.

- Significant Policy Issues the Board of Higher Education Will Address.

1. Future state funds for capital projects should be directed primarily to repair and renovation projects and institutions should develop long-range renovation plans.

2. Minimum utilization standards and a capacity formula should be adopted to ensure the most effective use of available space and to determine where excess capacity exists.

Further information on Connecticut higher education is available in the following recent reports of the Board of Higher Education:

Minority Enrollment in Connecticut Institutions of Higher Education, R-2-81, May 1981

Women in Connecticut Higher Education, R-3-81, June 1981

Demographic Changes and Their Impact on Higher Education Enrollment in Connecticut, R-4-81, September 1981

Degrees Conferred by Connecticut Institutions of Higher Education, R-5-81, October 1981

College and University Libraries in Connecticut Public Institutions of Higher Education, R-6-81, October 1981

Connecticut Public and Independent Institutions of Higher Education: A Comparative Overview of Enrollment and Degrees Conferred, R-7-81, November 1981

Educational Extension Funds and Auxiliary Services Funds. Report and Recommendations to the Joint Standing Committee on Appropriations. December 15, 1981

Fall 1981 Enrollment in Connecticut Institutions of Higher Education. January 19, 1982

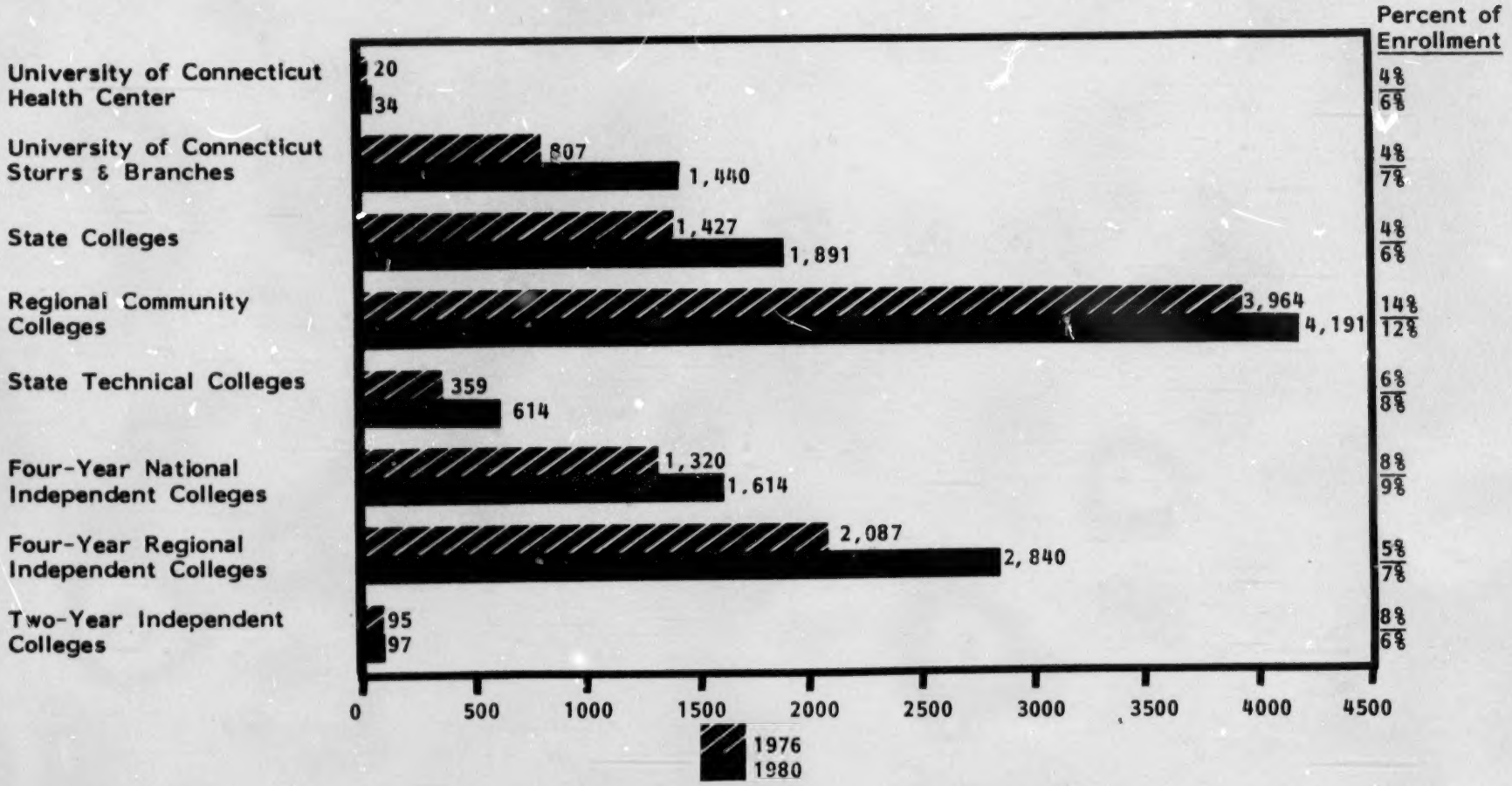
Call 566-3640 for copies.

FIGURES AND TABLES

FIGURE A.1

MINORITY STUDENTS BY TYPE OF INSTITUTION

1976 AND 1980



SOURCE: HEGIS Form 2300-2.3, Fall 1976 and Fall 1980.

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TABLE A.1

TOTAL HEADCOUNT ENROLLMENT
IN CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION

1971 - 1981

	Public	Independent	Total
Fall 1971	79,338	51,251	130,489
Fall 1972	80,928	51,191	132,119
Percent Change	(2.0)	(-0.1)	(1.2)
Fall 1973	84,581	52,375	136,956
Percent Change	(4.5)	(2.3)	(3.7)
Fall 1974	93,740	53,793	147,533
Percent Change	(10.8)	(2.7)	(7.7)
Fall 1975	94,601	55,505	150,106
Percent Change	(0.9)	(3.2)	(1.7)
Fall 1976	90,675	55,883	146,558
Percent Change	(-4.2)	(0.7)	(-2.4)
Fall 1977	93,853	57,658	151,511
Percent Change	(3.5)	(3.2)	(3.4)
Fall 1978	94,808	59,434	154,242
Percent Change	(1.0)	(3.1)	(1.8)
Fall 1979	95,245	61,311	156,566
Percent Change	(0.5)	(3.2)	(1.5)
Fall 1980	97,676	62,378	160,054
Percent Change	(2.6)	(1.7)	(2.2)
Fall 1981	99,442	63,281	162,723
Percent Change	(1.8)	(1.4)	(1.7)
Headcount Change 1971-1981	20,104	12,030	32,134
Percent Change 1971-1981	(25.3)	(23.5)	(24.6)

SOURCE: HEGIS Form 2300-2.3, Fall 1971 to Fall 1981.

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TABLE A.2

ENROLLMENT IN CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION

FALL 1980 AND FALL 1981

	1981 Undergraduate Headcount	1981 Undergraduate FTE[1]	1981 Graduate & First-Professional Headcount	1981 Graduate & First-Professional FTE	Total Headcount 1981	Total Headcount 1980	% Headcount Change from 1980	Total FTE 1981	Total FTE 1980	% FTE Change from 1980
INDEPENDENT INSTITUTIONS										
Four-Year National	11,494	10,442	5,689	5,242	17,183	17,089	+ 0.6%	15,684	15,866	- 1.1%
Four-Year Regional[2]	33,430	23,733	11,104	4,846	44,534	43,692	+ 1.9%	28,579	27,783	+ 2.9%
Two-Year Colleges	1,564	1,286	-	-	1,564	1,597	- 2.1%	1,286	1,302	- 1.2%
TOTAL, INDEPENDENT INST.	46,488	35,461	16,793	10,088	63,281	62,378	+ 1.4%	45,549	44,951	+ 1.3%
PUBLIC INSTITUTIONS										
University of Connecticut[3]	15,889	14,897	7,082	4,640	22,971	22,407	+2.5%	19,537	18,862	+ 3.6%
State Colleges	25,710	20,254	6,596	2,565	32,306	32,422	- 0.4%	22,819	23,433	- 2.6%
Regional Community Colleges	34,445	17,224	-	-	34,445	34,082	+ 1.1%	17,224	17,160	+ 0.4%
State Technical Colleges	8,705	5,421	-	-	8,705	7,860	+10.8%	5,421	5,216	+ 3.9%
TOTAL, STATE INST.	84,749	57,796	13,678	7,205	98,427	96,771	+ 1.7%	65,001	64,671	+ 0.5%
U.S. Coast Guard Academy	1,015	1,150	-	-	1,015	905	+12.2%	1,150	1,145	+ 0.4%
TOTAL, PUBLIC INST.	85,764	58,946	13,678	7,205	99,442	97,676	+ 1.8%	66,151	65,816	+ 0.5%
TOTAL, ALL INST.	132,252	94,407	30,471	17,293	162,723	160,054	+ 1.7%	111,700	110,767	+ 0.8%

[1] FTE=Full-time-equivalent enrollment. One undergraduate FTE is the equivalent of 15 student credit hours. One graduate/first-professional FTE is the equivalent of 12 student credit hours.
[2] "Regional" institutions are all four-year independent institutions except those institutions defined as "national" institutions. A four-year independent institution is a national institution if more than 65 percent of the full-time undergraduates are from out-of-state and total enrollment exceeds 300 students (i.e., Connecticut College, Trinity College, Wesleyan University and Yale University).
[3] Includes Health Center.

SOURCE: BHE/HEGIS Form 2300-2.3, Fall 1980 and Fall 1981.

2/5/82

TABLE A.3

CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION
UNDERGRADUATE ENROLLMENT PROJECTIONS
BY TYPE OF INSTITUTION

Type of Institution	Change in undergraduate headcount from 1980 to 1985	Change in undergraduate FTE from 1980 to 1985	Change in undergraduate headcount from 1980 to 1990	Change in undergraduate FTE from 1980 to 1990	Possible variations in projected decline
Four-Year National Independent	-770 (-7%)	-750 (-7%)	-2,140 (-19%)	-2,000 (-19%)	Smaller. Demand currently exceeds supply of places. Most selective can overcome decline completely.
University of Connecticut	-780 (-5%)	-700 (-5%)	-2,400 (-16%)	-2,300 (-16%)	Smaller. Demand currently exceeds supply but to lesser extent than "national" institutions.
Four-Year Regional Independent	+260 (+1%)	-550 (-2%)	-700 (-5%)	-2,500 (-11%)	Unpredictable. Students may shift to currently more selective institutions, leading to a larger decline. May recruit more adult learners leading to smaller decline.
State Colleges	-320 (-1%)	-500 (-2%)	-1,760 (-7%)	-2,100 (-10%)	Larger. Students may shift to more selective institutions.
Two-Year Independent	-10 (-1%)	-30 (-4%)	-30 (-2%)	-70 (-10%)	Unpredictable.
Regional Community Colleges	+1,000 (+3%)	+100 (no change)	+660 (+2%)	-250 (-1%)	Larger. May lose students to increased competition for adult learner.
State Technical Colleges	+'0 (no change)	-150 (-2%)	-300 (4%)	-500 (-10%)	Smaller. Demand currently exceeds supply of places.
All Institutions	-592 (-0.5%)	-2,558 (-2.6%)	-7,701 (-6.0%)	-9,721 (-10.6%)	

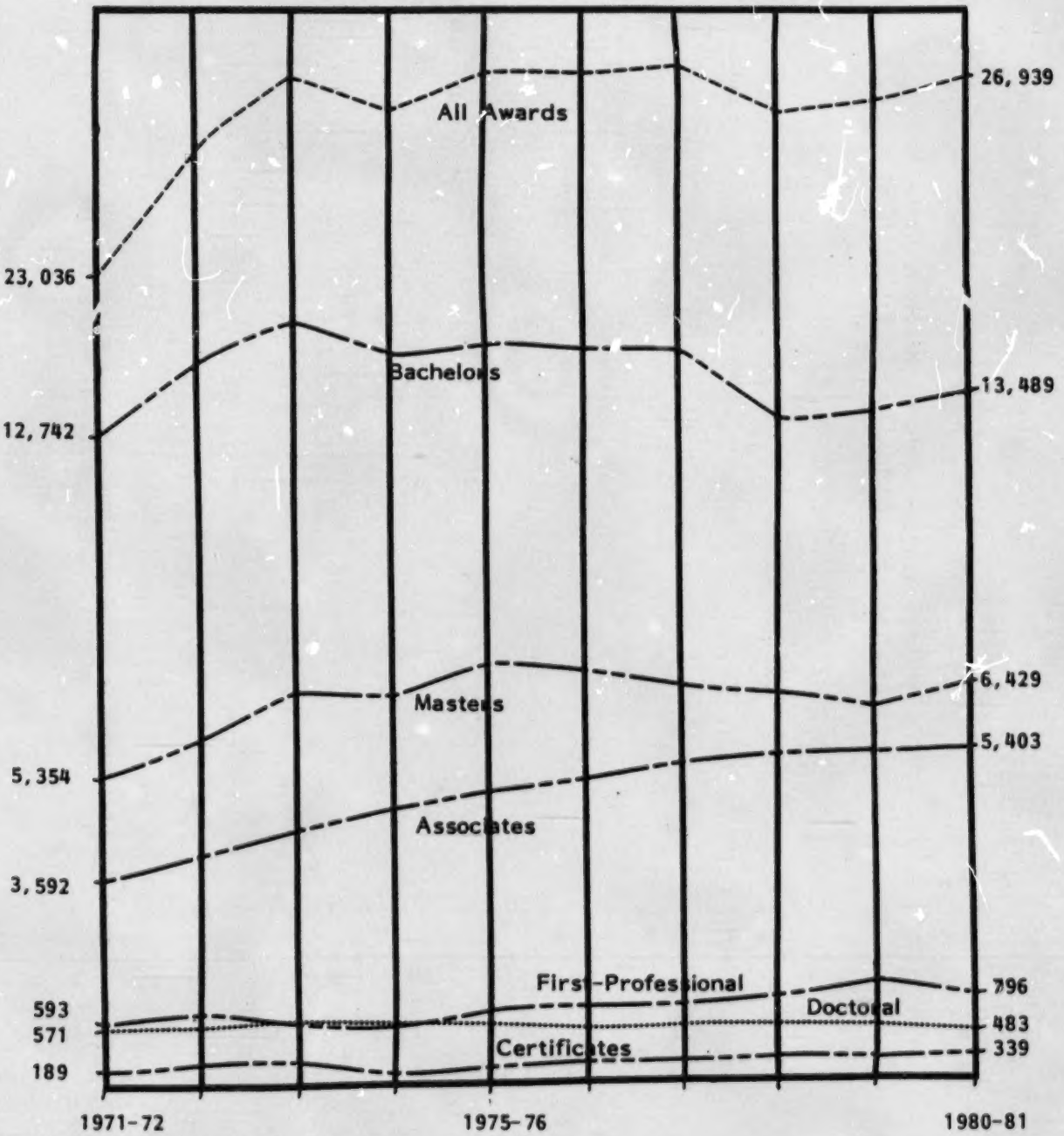
SOURCE: "Demographic Changes and Their Impact on Higher Education Enrollment in Connecticut." Research Report No. R-4-81, (Board of Higher Education, Hartford, CT, 1981).

2/5/82

FIGURE B.1

DEGREES CONFERRED ANNUALLY BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION

JULY 1, 1971 TO JUNE 30, 1981



SOURCE: HEGIS Form 2300-2.1, 1972-1981.
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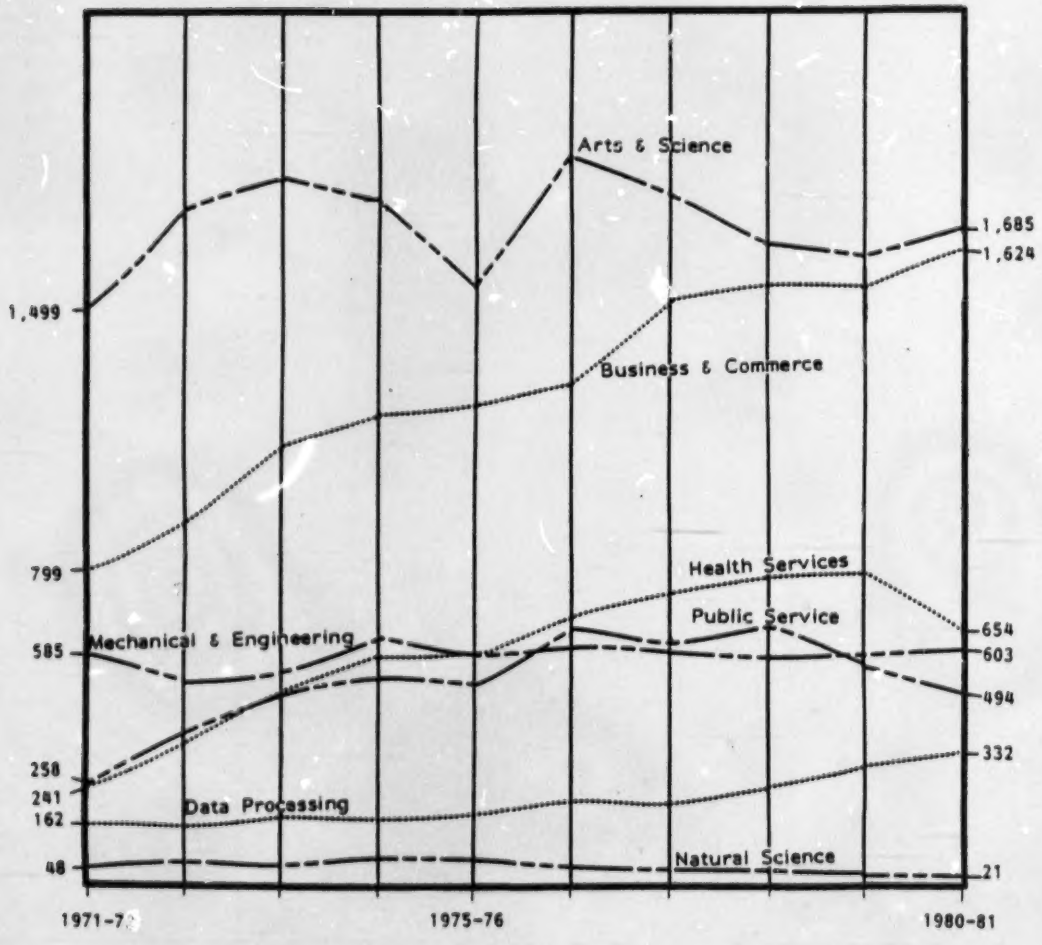
FIGURE B.2

ASSOCIATE DEGREES AWARDED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION BY DISCIPLINE

JULY 1, 1971 TO JUNE 30, 1981



SOURCE: HEGIS Form 2300-2.1, 1972-1981.
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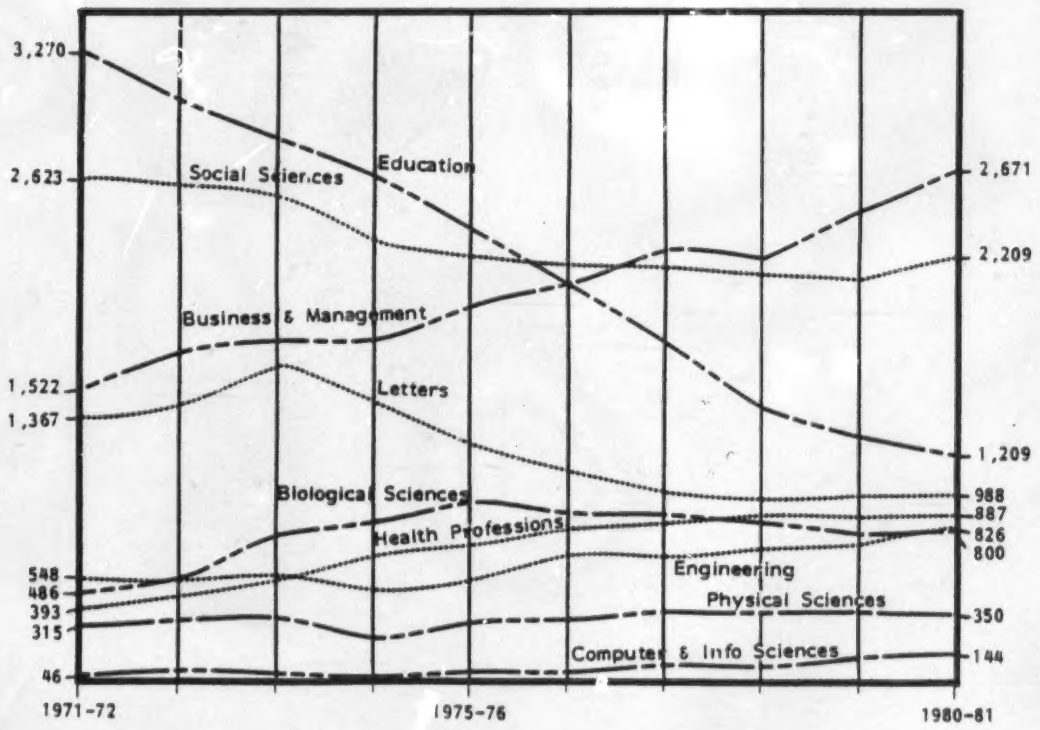
FIGURE B.3

BACHELORS DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION IN SELECTED DISCIPLINES

JULY 1, 1971 TO JUNE 30, 1981

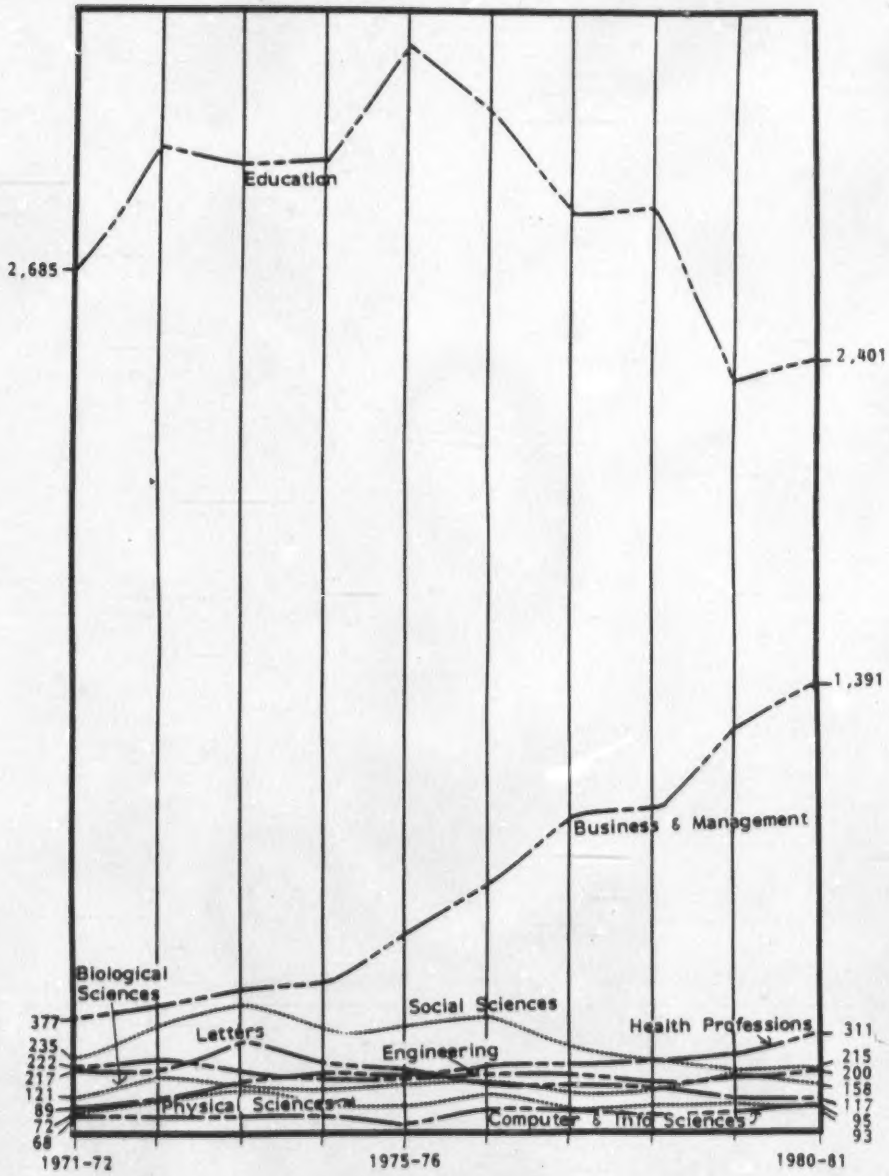


SOURCE: HEGIS Form 2300-2.1, 1972-1981.
2/5/82

FIGURE B.4

MASTERS DEGREES AWARDED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION IN SELECTED DISCIPLINES

JULY 1, 1971 TO JUNE 30, 1981

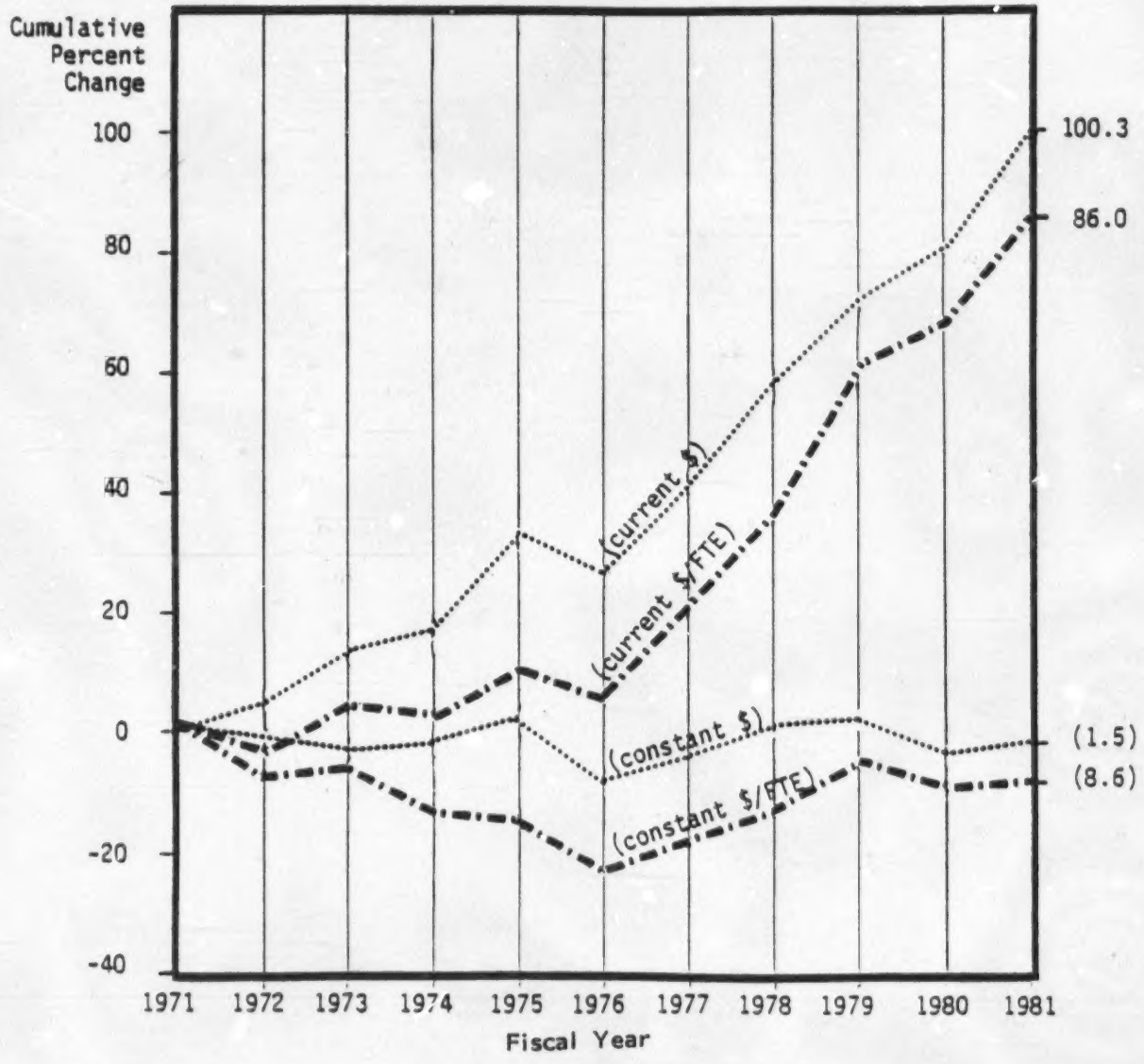


SOURCE: HEGIS Form 2300-2.1, 1972-1981.
2/5/82

FIGURE D.1

CUMULATIVE PERCENT CHANGES IN GENERAL FUND TOTAL EXPENDITURES PER FTE STUDENT AT FOUR-YEAR AND TWO-YEAR PUBLIC HIGHER EDUCATION INSTITUTIONS, 1971-1981

(Current and Constant Dollars)[1]



[1]Constant dollar expenditures derived using 1971--100 percent deflating current dollar expenditures by the Higher Education Price Index, 1971-1981.

SOURCE: Comptroller's Annual Report, 1971-1981.
Governor's Budget, 1971-1981.

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TABLE D.1

GENERAL FUND AUTHORIZED PERMANENT FULL-TIME POSITIONS FOR HIGHER EDUCATION SYSTEM

Fiscal Year 1978 through Fiscal Year 1982

	Numbers of Positions					Changes, FY 1978 to FY 1982	
	FY 78	FY 79	FY 80	FY 81	FY 82	No. of Pos.	Percentage
Board of Higher Education	41	43	42	42	42	1	2.4%
Board for State Acad. Awards	6	9	9	9	9	3	50.0%
University of Connecticut	2,854	2,939	2,910	2,972	2,887	33	1.2%
UConn Health Center	667	681	641	657	643	-24	-3.6%
CNVR Higher Education Center	29	35	42	50	48	19	65.5%
State Technical Colleges	347	376	362	368	366	19	5.5%
Regional Community Colleges	1,263	1,310	1,286	1,298	1,293	30	2.4%
State Colleges	2,048	2,063	2,031	2,037	2,044	-4	-0.2%
TOTAL-ALL UNITS	7,255	7,456	7,323	7,433	7,332	77	1.1%
TOTAL-ALL STATE AGENCIES	36,382	37,747	38,122	38,291	38,928	2,546	7.0%

Source: The State Budget for Fiscal Years 1978 through 1982 (Office of Fiscal Analysis)
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TABLE D.2

TUITION AND REQURED FEES
SELECTED INSTITUTIONS IN THE NORTHEAST, 1981/82
(In-State, Undergraduate Students Only)

Major State Universities	Average Cost
University of Vermont	$2,081
University of New Hampshire	1,808
Pennsylvania State University	1,641
Rutgers University, New Jersey	1,385
University of Rhose Island	1,311
University of Maine	1,287
University of Delaware	1,222
State University of New York (SUNY)	1,155
University of Massachusetts	1,122
UNIVERSITY OF CONNECTICUT	1,101
University of Maryland	1,064
Four-Year State Colleges	
Vermont State Colleges	$1,470
New Hampshire State Colleges	1,374
Pennsylvania State Colleges	1,360
Maine State Colleges	1,197
SUNY State Colleges	1,155
New Jersey State Colleges	1,120
Maryland State Colleges	1,076
Massachusetts State Colleges	854
Rhode Island State Colleges	854
CONNECTICUT STATE COLLEGES	832
Delaware State Colleges	595
Two-Year Community and Technical Colleges	
SUNY Agriculture and Technical Colleges	$1,155
Vermont Community Colleges	1,140
New Hampshire Vocational-Technical Colleges	935
SUNY Community Colleges	930
Pennsylvania Community Colleges	850
New Jersey Community Colleges	661
Maryland Community Colleges	660
Massachusetts Community Colleges	619
Rhose Island Junior College	590
Delaware Technical and Community Colleges	581
CONNECTICUT TECHNICAL COLLEGES	453
CONNECTICUT COMMUNITY COLLEGES	404

SOURCE: Data collected via BHE telephone survey, December 1981.

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TABLE E.1

CONNECTICUT STUDENT FINANCIAL ASSISTANCE APPROPRIATIONS TO THE BOARD OF HIGHER EDUCATION

Academic Year	Student Financial Aid (State Scholarship Program, State Work-Study Program, State Supplemental Grant Program)	Program of Contracts with Independent Colleges for the Provision of Undergraduate Student Spaces for Connecticut Residents--PA 73-551
71-72	$1,791,328	$ 348,654
72-73	2,060,447	1,132,052
73-74	2,304,968	2,178,259
74-75	3,096,072	2,964,276
75-76	3,229,425	2,853,175
76-77	2,726,349	2,854,201
77-78	2,894,583	3,995,000
78-79	3,441,410	4,699,452
79-80	3,345,974	4,635,888
80-81	3,485,000	4,450,000
81-82	3,485,000	4,450,000

SOURCE: Governor's Budget 1971-1981.
2/5/82

TABLE E.2

FEDERAL STUDENT AID ALLOCATIONS FOR CONNECTICUT

Academic Year	GSLP[1] (Loan Volume)	SEOG[2]	CWSP[3]	NDSL[4]	SSIG[5]
77-78	$ 98,300,000	$3,083,000	$4,216,000	$4,258,000	$ 794,978
78-79	108,400,000	3,384,000	4,749,000	4,300,000	827,087
79-80	146,600,000	4,847,951	7,021,212	4,450,739	999,122
80-81	231,000,000	5,051,617	6,559,134	3,707,269	1,048,825
81-82	250,000,000	5,023,225	6,464,206	2,192,905	979,480
82-83	?[c]	3,817,651[a]	6,140,995[a]	2,105,188[a]	940,300[a]
83-84	?[c]	0[b]	4,667,156[b]	0[b]	0

[1]Guaranteed Student Loan Program. Only interest and defaults paid by government.
[2]Supplemental Education Opportunity Grant Program.
[3]College Work-Study Program.
[4]National Direct Student Loan Program.
[5]State Student Incentive Grant Program.

[a]Projected on the basis of Continuing Resolution which expires on March 31, 1982.
[b]Recommended by the Federal Office of Management and Budget.
[c]Stricter eligibility criteria will decrease loan volume. It is estimated that the changes in eligibility which were effective 10/1/81 will result in a 10 percent reduction in borrowing. Current proposals to further reduce federal GSLP expenditures would result in a more significant decrease in Connecticut GSLP loan volume for 1982-83.

SOURCE: 1. Connecticut Student Loan Foundation.
2-4. U.S. Department of Education. "Campus-Based Programs." Annual Reports.
5. Board of Higher Education, Office of Student Financial Aid.

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TABLE F.1

CAPITAL PROJECTS - SAVINGS ON AUTHORIZED PROJECTS

1. Already Authorized	Original GSF[1]	Current GSF	Savings GSF	Savings Capital @ $95,GSF	Savings Operating @ $1.75/GSF
Western Connecticut State College New construction	622,900 (excl. dorms)	230,000 (max)	392,000+	37,240,000+	686,000+
Quinebaug Valley New building	82,000	65,520	17,080	1,622,600	29,890
Manchester New building		- redesign -		300,000	20,000
Norwalk New building	173,000	137,500	35,500	3,372,500	62,125
CNVRHEC Phase II buildings	241,000	120,000	121,000	11,500,000	210,000
TOTAL				$54,035,100+	$1,008,000+

[1]Gross Square Feet.

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